

Rubric for Opinion Writing – Grade 1

	1 point		2 points		3 points		4 points	Score
STRUCTURE								
Overall	The writer told about something she liked or disliked with pictures and some “writing.”		The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.		The writer wrote her opinion or her likes and dislikes and said why.		The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	
Lead	The writer started by drawing or saying something.		The writer wrote her opinion in the beginning.		The writer wrote a beginning in which he got readers’ attention. He named the topic or text he was writing about and gave his opinion.		The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	
Transitions	The writer kept on working.		The writer wrote his idea and then said more. He used words such as <i>because</i> .		The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .		The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	
Ending	The writer ended working when he had said, drawn, and “written” all he could about his opinion.		The writer had a last part or page.		The writer wrote an ending for his piece.		The writer wrote an ending in which she reminded readers of her opinion.	
Organization	On the writer’s paper, there was a place for the drawing and a place where she tried to write words.		The writer told his opinion in one place and in another place he said why.		The writer wrote a part where she got readers’ attention and a part where she said more.		The writer’s piece had different parts; he wrote a lot of lines for each part.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.		The writer put everything she thought about the topic (or book) on the page.		The writer wrote at least one reason for his opinion.		The writer wrote at least two reasons and wrote at least a few sentences about each one.	
Craft*	The writer said, drew, and “wrote” some things about what she liked and did not like.		The writer had details in pictures and words.		The writer used labels and words to give details.		The writer chose words that would make readers agree with his opinion.	
								TOTAL:

*Elaboration and Craft are double-weighted categories. Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points

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LANGUAGE CONVENTIONS								
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>		<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>		<p>The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p>		<p>To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.</p>	
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>		<p>The writer put spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>		<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>		<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can't</i> and <i>don't</i>, he put in the apostrophe.</p>	
								TOTAL: